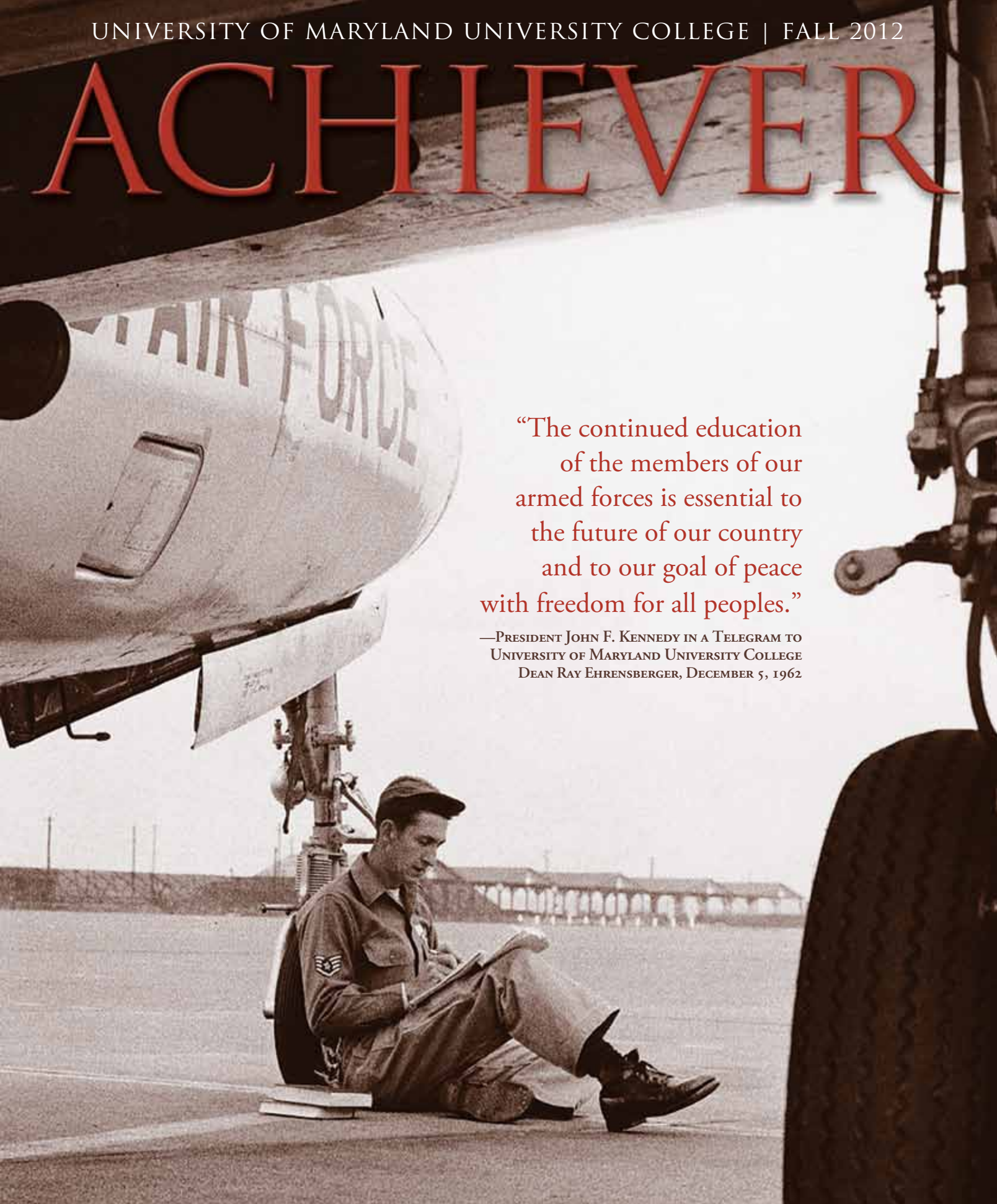


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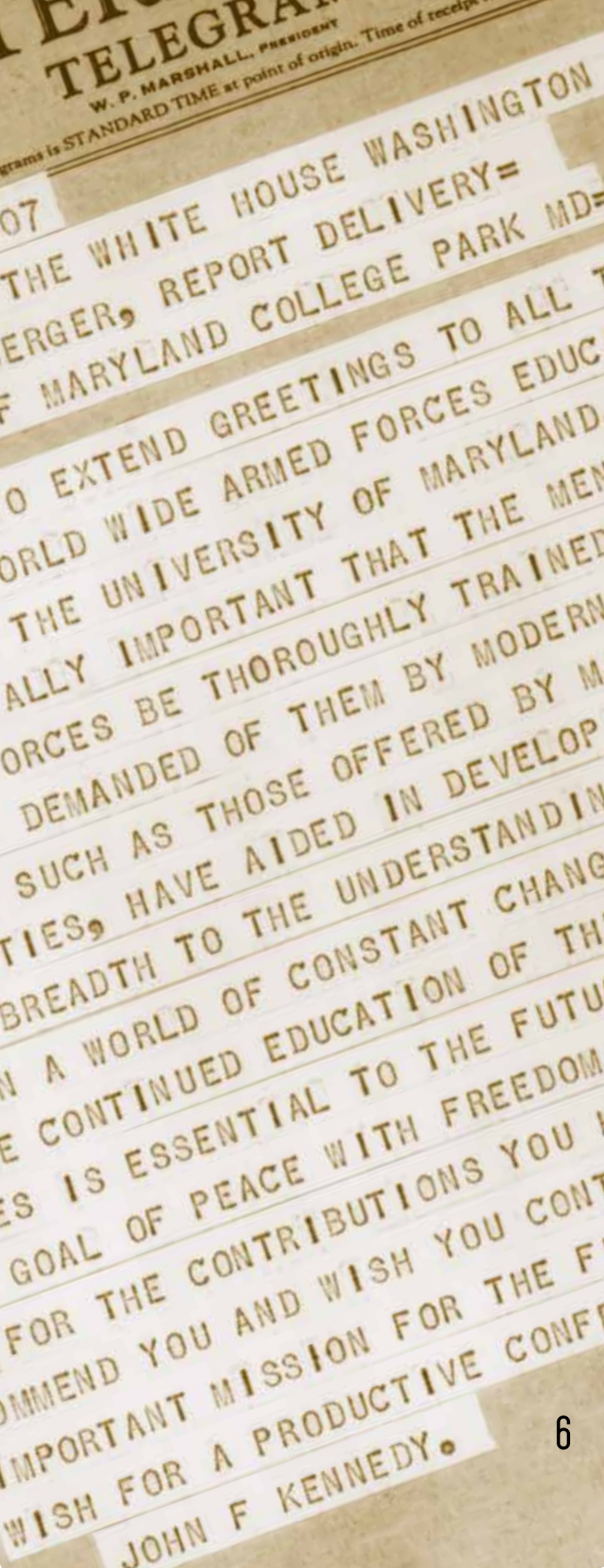
“The continued education
of the members of our
armed forces is essential to
the future of our country
and to our goal of peace
with freedom for all peoples.”

—PRESIDENT JOHN F. KENNEDY IN A TELEGRAM TO
UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE
DEAN RAY EHRENSBERGER, DECEMBER 5, 1962



HAILS FROM THE CHIEFS

SEVEN U.S. PRESIDENTS COMMEND UMUC'S SERVICE TO OUR NATION'S MILITARY



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COVER PHOTOGRAPH FROM UMUC’S HISTORIC ARCHIVES; CLOCKWISE FROM TOP: PHOTOGRAPH BY KATHERINE LAMBERT; PHOTOGRAPH BY KATHERINE LAMBERT; PHOTOGRAPH BY AARON CLAMAGE; PHOTOGRAPH BY MARK FINKENSTAEDT.

LETTER FROM THE CHANCELLOR

Dear Friend:

I am pleased to welcome you to this edition of the University of Maryland University College (UMUC) *Achiever* magazine. As you know, UMUC recently underwent a transition in leadership, with Javier Miyares stepping forward as acting president. In this issue of *Achiever* you will find an extensive interview with Javier [see p. 30] in which he outlines his vision and plans for building upon UMUC’s role as a worldwide leader in adult and online higher education.



Javier Miyares brings more than 30 years of higher education experience to this position. He has held high-level positions at the University System of Maryland (USM) office, worked at the Maryland Higher Education Commission and at University of Maryland, College Park, and most recently served as UMUC’s senior vice president for Institutional Effectiveness. As chancellor of the USM, I have the utmost confidence that Javier has the leadership ability, commitment, and record of exemplary service needed to continue the university’s growth and progress during this transition period.

As we all know, UMUC has an incredible history of fostering innovation while maintaining a firm commitment to academic integrity. As our cover story illustrates, it was the first institution of higher education to head overseas to military bases and battlefields to serve our men and women in uniform; the first in Maryland to make college education widely available off campus; and among the first to develop online education. UMUC is certified by the National Security Agency and the U.S. Department of Homeland Security as a Center for Academic Excellence in Information Assurance Education. And even as UMUC satisfies the need for high-quality alternatives to traditional higher education delivery, it is also leading the next revolution in higher education, with evidence-based, student-learning outcomes as the measuring stick.

UMUC’s commitment to the core values of putting students first, pursuing excellence, embracing accountability, fostering diversity, and leading in innovation has helped make this institution one of the jewels of the University System of Maryland and a model for all of higher education. With your continuing steadfast support, I know that UMUC will continue to flourish under Javier’s leadership.

Sincerely,

WE Kirwan

WILLIAM E. “BRIT” KIRWAN, CHANCELLOR
UNIVERSITY SYSTEM OF MARYLAND

ACTING PRESIDENT

Javier Miyares

SENIOR VICE PRESIDENT, COMMUNICATIONS, AND EXECUTIVE EDITOR

Michael Freedman

ASSOCIATE VICE PRESIDENT, COMMUNICATIONS

Heather Date

EDITOR

Chip Cassano

ART DIRECTOR AND PHOTO EDITOR

Cynthia Friedman

CONTRIBUTING WRITER

Gil Klein

PRODUCTION MANAGER

Bill Voltaggio

DIRECTOR, CLIENT SERVICES

Donna Grove

Call 301-985-7200 with comments and suggestions, or e-mail chip.cassano@umuc.edu. University of Maryland University College subscribes to a policy of equal education and employment opportunities.



Susan Aldridge Steps Down from UMUC Presidency

In a release dated March 22, 2012, the University System of Maryland (USM) announced that Susan C. Aldridge, president of University of Maryland University College (UMUC) since February 1, 2006, had resigned her position, effective March 31, 2012.

In making her announcement, Aldridge said: “Given all that we have accomplished over the past six years, I think this is a good time to step down. We have expanded academic programs in critical workforce shortage areas such as cybersecurity and homeland security. And, thanks to the solid leadership and wise counsel provided by the Board of Visitors, Alumni Board, the shared governance councils, the Art Board, and the Cybersecurity Think Tank members, UMUC has flourished academically and its students have benefitted.

“I offer my sincere thanks to every member of the UMUC staff and faculty who have dedicated their time to educating and supporting UMUC’s special students.”

Following Aldridge’s announcement, USM Chancellor William E. Kirwan announced that Javier Miyares, UMUC’s senior vice president for Insti-

tutional Effectiveness, would continue as the university’s acting president. Miyares had been serving in this position since February 22, 2012, and has been a member of the UMUC management team for more than 10 years.

“During Susan’s tenure, UMUC advanced measurably,” said Kirwan. “The institution’s innovation and responsiveness in addressing critical workforce demands make it an invaluable resource for USM, the state, and indeed the nation. On behalf of the University System of Maryland, I thank Susan for her service and wish her much success in the years ahead. Given its outstanding management team, faculty, and staff members, UMUC is well positioned for leadership transition.”

Added Kirwan: “I am confident that Javier has the leadership ability, commitment, and long-term record of exemplary service needed to move the university forward during this transition period. I greatly appreciate his willingness to continue as acting president.”

“I am honored to serve in this capacity as we continue to take this best-of-class global university to even higher levels of excellence,” said Miyares, who has more than 30 years of higher education experience.

The USM release cited a number of UMUC accomplishments under Aldridge’s leadership, including the successful completion of the Middle States Commission on Higher Education’s 10-year reaccreditation, worldwide enrollment growth, the successful bid for the U.S. Department of Defense contract to provide higher education to U.S. troops in Central Asia, the launch of UMUC’s cybersecurity program, and the relaunch of

UMUC Celebrates 9,500 Graduates in Commencements Worldwide

University of Maryland University College (UMUC), the largest public university in the United States, celebrated its stateside commencement Saturday, May 12, 2012, with ceremonies at 9:30 a.m. and 4 p.m. at the Comcast Center in College Park, Maryland. More than 3,200 graduates and 20,000 guests attended.

J. J. Green, national security correspondent for WTOP Radio in Washington, D.C., and Lt. Gen. Harry D. Raduege Jr. (USAF, Ret.), chair of the Deloitte Center for Cyber Innovation, were the featured speakers for the morning and afternoon ceremonies, respectively. Petty Officer First Class Ryan A. Pile, graduating with a Bachelor of Science, and Rosalind C. Lee, site and program director of Progressive Life Center’s Pennsylvania Operations, graduating with a Doctor of Management, spoke on behalf of the student body. Emma Garrison-Alexander, chief information officer and assistant administrator for the Office of Information Technology, Transportation Security Administration (TSA), was honored as the 2012 Distinguished Alumna. Garrison-Alexander holds both a Master of Science in telecommunications management and a Doctor of Management from UMUC.

Said UMUC Acting President Javier Miyares, “Many of our students juggle the competing responsibilities of jobs, family, and service to our country. Our worldwide commencement ceremonies offer an opportunity for us to celebrate their remarkable achievements while also serving as a constant reminder of the vital nature of

our mission: to offer outstanding educational opportunities to adult students in Maryland, the nation, and the world, setting the global standard of excellence in adult education.”

A pioneering leader for 65 years in adult and distance education, UMUC is also the nation’s premier educator of military students, enrolling an estimated 50,000 active duty personnel, reservists, military dependents, and veterans. The university provides instruction and support services wherever students are called to serve, and its annual commencements reflect that.

Earlier ceremonies were held in Tokyo, Japan, on April 14; in Okinawa, on April 21; in Seoul, Korea, on April 28; and in Heidelberg, Germany, on May 5. A final ceremony, in Guam, was held May 19, and the university participated with other institutions in joint ceremonies for students stationed in Afghanistan on May 23 in Kandahar and on May 26 in Bagram.

In all, more than 9,500 students earned degrees from UMUC during the 2012 round of ceremonies—approximately 7,500 stateside, 1,300 in Europe (including locations in Africa

and the Middle East), and 800 in Asia. Stateside graduates alone—who ranged in age from 20 to 76 years—hailed from all 50 states and the District of Columbia, as well as from Abu Dhabi, Azerbaijan, China, Germany, Guam, India, Jamaica, Japan, Nairobi, Russia, Taiwan, Turkey, and the Virgin Islands.



Featured Speakers and Honorees

TOKYO, JAPAN, APRIL 14

Mark J. Gerencser

Executive Vice President, Booz Allen Hamilton, and Chair, UMUC Board of Visitors

OKINAWA, APRIL 21

Jonathan Dorfman, PhD

President and CEO, Okinawa Institute of Science and Technology

SEOUL, KOREA, APRIL 28

Mark Tokola

Deputy Chief of Mission, U.S. Embassy, South Korea

HEIDELBERG, GERMANY, MAY 5

Charles F. Bolden Jr.

NASA Administrator and Former Astronaut

Philip D. Murphy

U.S. Ambassador to the Federal Republic of Germany

ADELPHI, MARYLAND, MAY 12

J. J. Green (Morning)

National Security Correspondent, WTOP Radio

Lt. Gen. Harry D. Raduege Jr. (USAF, Ret.) (Afternoon)

Chairman, Deloitte Center for Cyber Innovation

GUAM, MAY 19

The Hon. Madeleine Z. Bardallo

Representative for Guam, U.S. House of Representatives



CLOCKWISE FROM TOP: UMUC graduates and commencement ceremonies in Adelphi, Maryland; Kandahar, Afghanistan; Okinawa; Heidelberg, Germany; and Tokyo, Japan.

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the Master of Arts in Teaching degree within a new graduate education department.

“As chair of UMUC’s Board of Visitors, I have the privilege of being affiliated with a remarkable university, which has become a leader in cybersecurity education,” said Mark Gerencser, executive vice president of Booz Allen Hamilton Inc. “I want to express my appreciation to Dr. Aldridge for her tireless efforts on behalf of the university. She has built a solid base of executive leadership and a strong institutional foundation, which should enable UMUC to reach even greater heights of global education excellence in the years to come.”

Faculty and Staff Donate \$165,000 for Scholarships and University Initiatives

Despite a state-imposed salary freeze now in its fourth year, University of Maryland University College (UMUC) faculty and staff continued a tradition of generosity, with 246 employees donating \$165,835 in support of scholarships and various university initiatives during the 2011–2012 Faculty and Staff Campaign.

This year’s fundraising campaign centered around the theme, “Why We Give,” with participants encouraged to support the programs and initiatives that mean the most to them personally. Donations went to the Military Veteran Scholarship Fund, the UMUC Arts Program, Better Opportunities Through Online Education (which provides tuition assistance and computing resources to needy students in the Washington, D.C. and Baltimore metropolitan areas), the Cybersecurity Scholarship, and more than 20 other scholarship funds and endowments.

Said UMUC Acting President Javier Miyares, “The success of this year’s fundraising campaign speaks to the generosity and dedication of UMUC’s outstanding faculty and staff, as well as to their belief in and commitment to our students and mission. Their gifts make an immediate and measurable impact in the lives of our students and on the day-to-day operations of the university, and I am proud of and deeply grateful for their support.”

On an institutional level, UMUC continues to build support for need- and merit-based scholarships, granting almost 2,000 philanthropically



Marvin Kalb

funded scholarships this year, worth \$3.3 million.

UMUC Joins Prestigious Kalb Report Media Series Partnership

UMUC, through its Communications Studies program, and the Philip Merrill College of Journalism at the University of Maryland, College Park, have joined the partnership producing the award-winning public television, radio, and online series *The Kalb Report*.

Moderated by legendary journalist Marvin Kalb, the series explores the evolving roles and responsibilities of the media in our society. The partnership also includes the National Press Club, George Washington University, and The Joan Shorenstein Center on the Press, Politics and Public Policy at Harvard.

The executive producer of the series is Michael Freedman, who recently joined UMUC as a senior vice president and professor of the practice. UMUC Associate Vice President for Communications Heather Date serves as producer.

Now in its 19th season, *The Kalb Report* has aired on more than 300 public television stations, SiriusXM Satellite Radio,

and the University of Maryland, College Park, cable television channel.

Kalb Report guests have included Walter Cronkite, Katie Couric, Rupert Murdoch, Diane Sawyer, Jim Lehrer, Christiane Amanpour, Roger Ailes, and Bob Costas.

The series was recently honored with a Gold World Medal and the overall Grand Award in the 2012 New York Festivals International Radio Awards competition. *Kalb Report* programs are presented in the ballroom of the National Press Club in Washington, D.C., before audiences comprising college students and members of the press. The series is underwritten by a grant from Ethics and Excellence in Journalism Foundation.

Marky Campbell Retires; UMUC Says Farewell

University of Maryland University College (UMUC) held a special farewell reception for Marky Campbell, senior vice president, Partnerships and Strategic Alliances, June 8, 2012, to thank her for her years of service to the university and to wish her well in retirement. She and her husband, Lt. Gen. John H. Campbell (USAF, Ret.) plan to relocate to Texas.

Said UMUC Acting President Javier Miyares, “For me, personally, Marky has been a close friend, trusted colleague, and steadfast supporter, and I will deeply miss her thoughtful perspective and reliable contributions as part of the university’s senior leadership team. She has also been a wonderful mentor to so many employees who had the good fortune to work for her.” Miyares went on to add that Campbell agreed to continue on a part-time basis as

special assistant to the president, working on key projects including the rebid of UMUC’s contract with the Department of Defense (DOD) to offer courses in Europe, and mentoring the leadership of Partnerships and Strategic Alliances.

Campbell came to UMUC in 1999 with a wealth of international experience, having served as an educational counselor with the Depart-

ment of Defense (DOD), as a DOD secondary school teacher in Keflavik, Iceland, and as an English as a second language instructor at the Saudi Arabian International Academy in Taif, Saudi Arabia. In 2008, at UMUC, she received the President’s Distinguished Achievement Award, and that same year accepted the role of vice president of Enrollment Management, immediately implementing a customer



Marky Campbell

service model, overseeing the creation of a state-of-the-art contact center, and establishing a quality assurance program. For the past two years, as se-

nior vice president, Partnerships and Strategic Alliances, she led Enrollment Management, Military Operations, and Community Relations through a period of growth and change. Campbell was also honored by the YWCA in 2011 with the TWIN (Tribute to Women in Industry) award, which honors women who have made significant contributions to industry in management or executive positions. ♦



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UMUC University of Maryland University College

2011–2012 FACULTY AND STAFF CAMPAIGN

WHY WE GIVE

“I received a scholarship at UMUC because UMUC makes a difference in students' lives every day and I want to give back to the school.”
Earl R. Green III
Office of Enrollment Management

“My inspiration for giving comes from the belief that having a quality education is power.”
David Hester
Office of Enrollment Management

“As an Army wife, I give to the Military Services Endowment Scholarship Fund because military students give everything for our freedom.”
Doreen Hester
Office of Enrollment Management

“I give because I'm proud to be a part of UMUC.”
Doreen Hester
Army Program

“I give because I'm committed to one of my favorite jobs of the year. We hope to bring gifts to our students in the summer.”
Michelle Doreen
School of Communications Studies

Show your care by joining us and contributing to this year's Faculty and Staff Campaign, November 1–December 15, 2011. For more information, visit www.umuc.edu/facultystaff



HAILS FROM THE CHIEFS

Seven
U.S. presidents
commend UMUC's
service to our
nation's military

BY GIL KLEIN

IT WAS ONLY FITTING THAT DWIGHT EISENHOWER WAS THE FIRST OF SEVEN U.S. PRESIDENTS to officially acknowledge the University of Maryland's work to provide college classes for the U.S. military around the world.

As the Supreme Commander of NATO forces in Europe in 1950, Eisenhower must have been well aware of the new Defense Department regulations that required all military officers to have at least two years of college education.

Just a few months before Eisenhower took the command, George Kabat, dean of the University of Maryland's College of Special and Continuation Studies—the predecessor to today's University of Maryland University College (UMUC)—traveled to Frankfurt and Heidelberg in American-occupied West Germany to scout out locations for college classrooms.

It was mid-August 1949, three months after the end of the Berlin Airlift and four months after the birth of NATO. In another 10 months, the United States would be embroiled in the Korean War.

★ That first month, more than
★ 1,800 military personnel
★ signed up to take classes,
★ overwhelming the seven professors.
★ And that was just the beginning.

Only the University of Maryland had responded to the Defense Department's invitation to provide overseas campuses in Europe. When Kabat returned to Maryland on September 3, a *Baltimore Sun* story said:

"Kabat revealed that when this new plan in college education was presented to Lieutenant General Clarence R. Huebner, deputy commander-in-chief in Europe, he asked three questions: 'How will it operate? Will it work? How much will it cost?' When the facts were explained, he replied, 'What are we waiting for? Let's get the project started.'"

Kabat had little more than a weekend to put together a faculty of seven professors willing to turn their lives upside down to move to a Germany still devastated by war—a tinderbox with the

potential to flare up into World War III. They left October 2, 1950, packing everything required for college classes into a few foot-lockers, and loading them aboard a C-121 Constellation for a 23-hour flight to Germany.

That first month, more than 1,800 military personnel signed up to take classes, overwhelming the seven professors. And that was just the beginning.

During the 1950s, France, Ethiopia, Morocco, Italy, Greece, Turkey, Saudi Arabia, and the Netherlands were added to the list of countries where the university offered classes. And in 1956, University of Maryland took over from the University of California to provide education for troops in Japan, Okinawa, and South Korea, launching the Asian Division.

By then, the sun never set on the University of Maryland.

On February 17, 1959, as President Eisenhower entered the second half of his second term, the military program had become so large that Eisenhower commended the work in a letter to Ray Ehrensberger, dean of University College:

"The fact that more than twenty thousand members of our Armed Forces are now enrolled in the overseas education program is most heartening. This is further proof of Americans' respect for higher learning and, in particular, the eagerness of the men and women of the Army, Navy, Air Force and Marine Corps to take advantage of their educational opportunities."

After World War II, education and military service became intertwined. Whether it was benefits from the GI Bill that gave



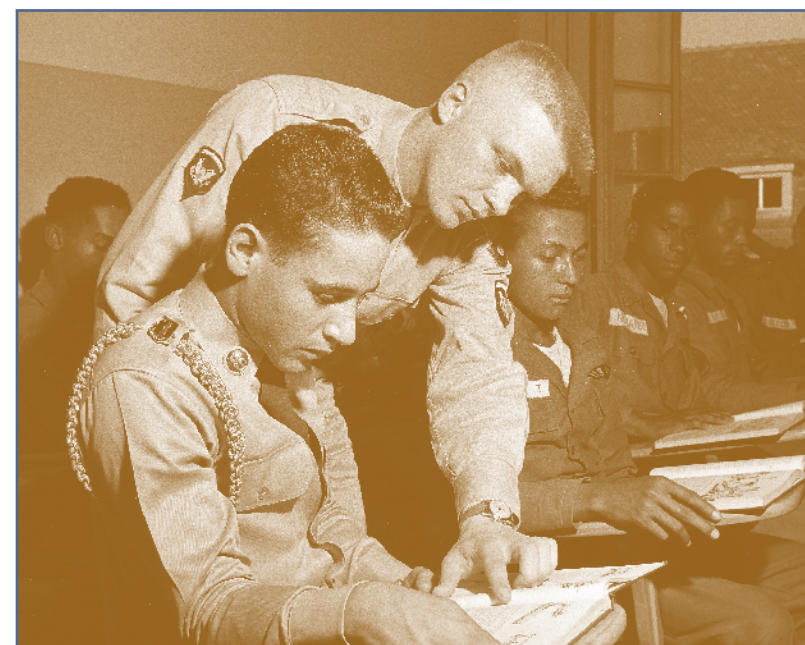
THEN . . .

TECHNOLOGY HAS ADVANCED, BUT NOTICEABLE SIMILARITIES REMAIN BETWEEN A 1950s-ERA UMUC CLASSROOM IN EUROPE AND ONE IN IRAQ OR AFGHANISTAN TODAY.



. . . AND NOW

★ "Military education is part of the DNA of UMUC," said Javier Miyares, the
★ university's acting president. "Last year, we enrolled 92,000 students, and a little more than
★ half of them are military or military affiliates—veterans, dependents."



(LEFT) FOR 65 YEARS, UMUC HAS TAUGHT THE TROOPS WHEREVER THEY ARE CALLED TO SERVE. (ABOVE) DEAN RAY EHRENSBERGER AT DA NANG AIR BASE IN VIETNAM, 1966, AND (BELOW LEFT) AT CAMP RED CLOUD, KOREA, 1958, WITH MASON G. DALY, DIRECTOR OF THE FAR EAST DIVISION.



education grants to returning veterans or opportunities for college enrollment for active duty troops in the United States or around the world, the U.S. government promised that if you joined the military, you would have the opportunity to earn a college education.

Many analysts see this as one of the great contributions to the growth and success of the American economy in the postwar world. And from the beginning, Maryland has been in the forefront in war zones and outposts around the world.

A program that began as a branch of the University of Maryland's education department has grown to its own separate university—University of Maryland University College. In May, thousands of military personnel and their dependents at UMUC locations around the world earned bachelor's, master's, and even doctoral degrees.

★ "Technological advances in weaponry and
★ tactics have placed new skill requirements
★ and responsibilities upon our military,
★ increasing the need for higher-
★ level education and training."

—Letter from President Ronald Reagan

MAY 25, 2012

Letter from Kandahar

THIS WEEK I’VE ONCE AGAIN HAD THE INCREDIBLE OPPORTUNITY TO BE BACK IN AFGHANISTAN for graduation ceremonies for our deployed students. The ceremony was perfect, and the graduates were smiling from ear to ear. Dr. Allan Berg, senior vice president, Overseas Operations, spoke so eloquently about ethics and morals and personal integrity. This year he also performed the hooding ceremony for two of our UMUC master’s degree recipients. They were from the Hawaii guard unit based in Kandahar, and for this special day, their families sent them leis, which they wore over their caps and gowns.

After the ceremony, everyone was invited to lunch in the tents set up in the middle of the courtyard area. As people were congratulating the graduates and filling their paper plates with sandwiches, chicken wings, and potato salad from the dining facility, the unmistakable sound of the alarm shrilled throughout the compound. People dove into bunkers, graduates holding onto their mortarboards with one hand, their rifles with the other.

Dr. Berg and I ended up in a bunker with about 15 other folks. Brig. Gen. Kristin K. French, who presided over the ceremony, was inside with several of her staff. Capt. Patrick Hopple, a guardsman from Miami who had sung the National Anthem just 40 minutes earlier, was there, too. It turns out he sang in an *a capella* group, the Dear Abbeyes, that opened for my nephew’s group, Ball In the House, six years ago in Boston. We took a picture together on my Blackberry and he asked me to send it to my nephew, Aaron. It turns out Aaron is his *a capella* hero.

You learn a lot about each other quickly when you are in a situation like this. Maybe we all just kept talking to keep busy and occupied. We met Staff Sgt. Daniel Deiler, from Janesville, Wisconsin, who had a helmet decorated with a Green Bay Packers emblem. He’s a true cheesehead, even in combat. We got pictures together, too.

We heard the first series of incoming, then the second. Then silence. We followed the lead of the soldiers and proceeded to eat our lunch, or what was left of it on our plates after we dove for cover. Everything now had a fine coating of bunker dust. We waited for either another attack or the all clear siren.

The all clear finally sounded. We grabbed our plates and caps and gowns and filed back



CLOCKWISE FROM TOP: LIGHT AT THE END OF THE TUNNEL: UMUC DIRECTOR OF DOWNRANGE AND EUROPE OPERATIONS LISA HENKEL WITH STAFF SGT. DANIEL DEILER; GRADUATES ON THE MARCH; SENIOR VICE PRESIDENT, OVERSEAS OPERATIONS ALLAN BERG PRESENTS THE KEYNOTE.

✧ It was a graduation ceremony
✧ unlike any other, one where in
✧ the blink of an eye graduates turn back
✧ into soldiers, guest speakers turn back
✧ into commanding generals.

out into the dusty, hot Afghanistan afternoon. “No cake for you?” asked Dr Berg. He knows my obsession with cake, especially graduation cake that is loaded with super sweet icing that keeps me running on sugar for hours. “Nope, I’m full,” I said. He arched his eyebrow and gave me that look, the look you give someone when you accept their answer even though you know it isn’t true. I guess he understood.

He knew I was still a bit scared, a bit caught up in the reality of what we just went through. My heart was still in my throat, no room for cake.

We went to the Ed Center, checked on all of our staff, and within about 30 minutes everything was back to normal—or as normal as anything ever really is in a combat zone. We went back to the courtyard to help clean up the remains of the event. The cake was still there, virtually untouched since the rocket attack disrupted the party. We were going to throw it out since the heat in the tent had all but melted it. I couldn’t resist; I swiped a finger-full of icing. After all, it isn’t really a graduation without cake.

It was a graduation ceremony unlike any other, one where in the blink of an eye graduates turn back into soldiers, guest speakers turn back into commanding generals.

This was a ceremony where you really do stop to reflect on what is important. It was a ceremony where you don’t just hear a speaker talk about heroes, but one where they surround you. God bless Gen. French, Capt. Hopple, and Staff Sgt. Deiler. God bless all of our troops. Happy Memorial Day weekend.

LISA HENKEL
DIRECTOR, DOWNRANGE
AND EUROPE OPERATIONS
UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE

When the university hosted an Armed Forces Education Conference in 1962, Kennedy sent a telegram to Dean Ehrensberger:

“The continued education of the members of our armed forces is essential to the future of our country and to our goal of peace with freedom for all peoples. For the contributions you have made in the past, I commend you and wish you continuing success in your important mission for the future.”

As well as serving in South Korea, Okinawa, and other U.S. bases in Asia and the Pacific, UMUC faculty and staff were in the thick of the Vietnam War. From the first classes held in Saigon in January 1963, the program expanded to 24 military bases across South Vietnam. This was the first time—but certainly not the last—that UMUC faculty followed the troops into a war zone.

Earl Warren, chief justice of the United States, traveled to Heidelberg for the May 29, 1966, UMUC commencement ceremonies. He took with him a letter from President Lyndon Johnson.

“The make-up of this class is as it should be,” Johnson wrote. “Our military personnel no longer rely on brawn but on brains—and it is to their everlasting credit that they have seen fit to further their education.”

The troops, he wrote, “constitute some of our most effective ambassadors abroad and their academic work is in keeping with our mission.”

International diplomacy and revolution have always been the backdrop of UMUC’s work. When Charles de Gaulle forced NATO out of France in 1966, closing all of the U.S. bases there, UMUC had no choice but to shut down programs at 30 sites in the country. A revolution against the king of Libya in the late 1960s disrupted the UMUC program serving Wheelus Air Base. According to a report in the *Marylander*:

“Water pipes were blown up, bombs were thrown, and telephone lines were cut down. The 130 Maryland students asked for a continuation of courses there, and long-time lecturer Dr. James Butler was sent to Tripoli in the hope that his years of experience in teaching and administration could help the education center through its difficulties. He found the center abandoned, records scattered and great confusion.”

But that didn’t stop Butler. He spent hours interviewing students, registering them for courses. He rounded up instructors and had the program up and running by the next term.

The traumatic experience of the Vietnam War, with sullen conscripts forced to fight as hundreds of thousands of protesters rocked the streets of Washington and other cities, led to one of the most important changes in military policy—replacing the draft with an all-volunteer force. One of the lures of

★ Instructors traveled by plane, train, and sometimes by *sam loe*, a three-wheeled pedicab, to reach U.S. servicemen seeking an education. They earned a reputation as the university's "Academic Foreign Legion" with the motto "Have Syllabus, Will Travel."



FOR UMUC STUDENTS IN KANDAHAR, AFGHANISTAN, RIFLES AND BOOKS ARE STANDARD EQUIPMENT.

attracting volunteers was the chance to receive a government-financed education.

With the Vietnam War still raging, President Richard M. Nixon noted how important education would become for the military's future in a letter to the university dated December 6, 1972, just after his reelection. Nixon wrote:

"You will be charting future directions in education for members of the Armed Forces at a time when we are only months away from a completely volunteer military service. The effectiveness of this service will depend very largely on how fully its members share in the life of our society and how well they use its benefits and opportunities.

Among these, education ranks high both as a source of individual attainment and collective strength.

A quarter century after the seven intrepid professors boarded the Air Force Constellation, President Gerald Ford marked the silver anniversary of the program with a note on October 18, 1974.

"I know that during some of these years your courses were taught amidst the tensions of cold war and under trying physical circumstances . . .," Ford wrote. The history of the program, he said, "marks a splendid cooperative endeavor between the University of Maryland and our Armed Forces."

After the Vietnam War, the UMUC Far East Division was still spread thin and wide as faculty hopped from programs, sometimes in remote outposts, ranging from Okinawa to South Korea to Thailand. Instructors traveled by plane, train, and sometimes by *sam loe*, a three-wheeled pedicab, to reach U.S. servicemen seeking an education. They earned a reputation as the university's "Academic Foreign Legion" with the motto "Have Syllabus, Will Travel."

To commemorate the 25th anniversary of UMUC's Far East Division, President Ronald Reagan wrote:

"The All Volunteer Force requires these educational services now more than ever. Technological advances in weaponry and tactics have placed new skill requirements and responsibilities upon our military, increasing the need for higher level education and training."

Shortly after the 25th anniversary, the Far East Division changed its name to the Asian Division. President Reagan was back again on February 3, 1986, to mark the 30th anniversary of UMUC's work in the region. He noted that the school prepares "our military personnel for a wide variety of assignments during their careers in the Armed Forces and later on as they continue to serve their country in civilian capacities."

After the Cold War ended following the destruction of the Berlin Wall in 1991, UMUC had to scramble to keep up with the drawdown of American troops in Europe. In Munich alone, the

continued on page 21

LETTERS FROM U.S. PRESIDENTS — Dwight D. Eisenhower —



THE WHITE HOUSE
WASHINGTON

February 17, 1959

Dear Dean Ehrensberger:

Please give my greetings to those assembled February nineteenth and twentieth at the University of Maryland's world-wide conference on Armed Forces education.

The fact that more than twenty thousand members of our Armed Forces are now enrolled in the overseas education program is most heartening. This is further proof of Americans' respect for higher learning and, in particular, the eagerness of the men and women of the Army, Navy, Air Force, and Marine Corps to take advantage of their educational opportunities.

It is a pleasure to send my best wishes for a fine conference -- and for the ever-broadening success of the University's overseas program.

Sincerely,

Dean Ray Ehrensberger
University College
University of Maryland
College Park, Maryland

LETTERS FROM U.S. PRESIDENTS
— John F. Kennedy —



CLASS OF SERVICE		WESTERN UNION		SYMBOLS	
This is a fast message unless its deferred character is indicated by the proper symbol.		TELEGRAM		DL=Day Letter NL=Night Letter LT=International Letter Telegram	
The time shown in the date line on domestic telegrams is STANDARD TIME at point of origin. Time of receipt is STANDARD TIME at point of destination.		W. F. MARSHALL, President		1232 (R 10-54)	

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DEAN RAY EHRENSBERGER, REPORT DELIVERY=

UNIVERSITY OF MARYLAND COLLEGE PARK MD=

I AM PLEASED TO EXTEND GREETINGS TO ALL THOSE ATTENDING THIS FOURTH WORLD WIDE ARMED FORCES EDUCATION CONFERENCE SPONSORED BY THE UNIVERSITY OF MARYLAND.

IT IS VITALLY IMPORTANT THAT THE MEN AND WOMEN OF OUR ARMED FORCES BE THOROUGHLY TRAINED IN THE MANY SPECIAL SKILLS NOW DEMANDED OF THEM BY MODERN WARFARE. EDUCATIONAL PROGRAMS, SUCH AS THOSE OFFERED BY MARYLAND AND OTHER UNIVERSITIES, HAVE AIDED IN DEVELOPING THESE SKILLS AND IN GIVING BREADTH TO THE UNDERSTANDING NECESSARY FOR MILITARY DUTY IN A WORLD OF CONSTANT CHANGE.

THE CONTINUED EDUCATION OF THE MEMBERS OF OUR ARMED FORCES IS ESSENTIAL TO THE FUTURE OF OUR COUNTRY AND TO OUR GOAL OF PEACE WITH FREEDOM FOR ALL PEOPLES.

FOR THE CONTRIBUTIONS YOU HAVE MADE IN THE PAST, I COMMEND YOU AND WISH YOU CONTINUING SUCCESS IN YOUR IMPORTANT MISSION FOR THE FUTURE. WITH EVERY GOOD WISH FOR A PRODUCTIVE CONFERENCE=

JOHN F. KENNEDY.

LETTERS FROM U.S. PRESIDENTS
— Lyndon Johnson —



THE WHITE HOUSE
WASHINGTON
May 29, 1966

Dear Mr. Chief Justice:

I would appreciate your conveying my personal congratulations to the graduates of the Overseas Branch of the University of Maryland to whom you are speaking tonight.

It is entirely appropriate that these commencement exercises are being held in an historic setting -- the University of Heidelberg, long a seat of learning and education.

I understand that the commencement class is comprised entirely of United States military personnel and their dependents and that in many cases tonight's exercises culminate years of part-time studies by the graduates.

The make-up of this class is as it should be. Our military personnel no longer rely on brawn but on brains -- and it is to their everlasting credit that they have seen fit to further their education.

Moreover, they constitute some of our most effective ambassadors abroad and their academic work is in keeping with their mission.

I salute them and their work, and I wish that you would present to them my best wishes.

Sincerely,

The Honorable Earl Warren
The Chief Justice of the Supreme Court
of the United States
University of Heidelberg

LETTERS FROM U.S. PRESIDENTS

Richard Nixon



THE WHITE HOUSE
WASHINGTON

December 6, 1972

My warmest greetings go out to the delegates at the University of Maryland Fifth Worldwide Armed Forces Education Conference.

You will be charting future directions in education for members of the Armed Forces at a time when we are only months away from a completely volunteer military service. The effectiveness of this service will depend very largely on how fully its members share in the life of our society and how well they use its benefits and opportunities.

Among these, education ranks high both as a source of individual attainment and collective strength. Your Conference thus offers a timely and exciting example of the kind of constructive cooperation and support necessary to enable our Armed Forces to carry out their vital role and adapt to future changes in a manner that is consistent with the highest national interest.

I am pleased to congratulate the University of Maryland on this twenty-fifth year of assistance to our military men and women. May your meeting be a worthwhile experience for all who participate.

A handwritten signature of Richard Nixon in dark ink.

LETTERS FROM U.S. PRESIDENTS

Gerald Ford



THE WHITE HOUSE
WASHINGTON

October 18, 1974

It is a great pleasure for me to congratulate the staff, faculty and student body on the occasion of the twenty-fifth anniversary of the European Division, University College, University of Maryland.

Throughout these years, the European Division has made the American college experience available to servicemen and women and their dependents in areas where otherwise this opportunity would not be possible. I know that during some of these years your courses were taught amidst the tensions of cold war and under trying physical circumstances in makeshift facilities.

All who have supported the European Division and have been associated with it in the past quarter-century deserve the nation's gratitude for their outstanding work. Its history marks a splendid cooperative endeavor between the University of Maryland and our Armed Forces.

A handwritten signature of Gerald R. Ford in dark ink.

FROM
THE WHITE HOUSE
WASHINGTON, D.C.

LETTERS FROM U.S. PRESIDENTS

— Ronald Reagan —



THE WHITE HOUSE
WASHINGTON

February 9, 1982

Congratulations to the Far East Division of the University of Maryland's University College as it commemorates its 25th anniversary.

As the oldest and largest participant in voluntary education abroad, the Far East Division has been among the vanguard in offering quality college education programs to our military personnel overseas. I, along with our Military Services, greatly appreciate the Division's commitment to high educational standards and its dedication to serving our soldiers overseas.

The All Volunteer Force requires these educational services now more than ever. Technological advances in weaponry and tactics have placed new skill requirements and responsibilities upon our military, increasing the need for higher-level education and training. It is a tribute to the Far East Division that it continues to be a leader in this area.

I salute the staff, faculty and student body of the Far East Division on past achievements and offer every best wish for similar success in the years to come.

Ronald Reagan

LETTERS FROM U.S. PRESIDENTS

— Ronald Reagan —



THE WHITE HOUSE
WASHINGTON

February 3, 1986

I am pleased to send greetings and congratulations to everyone at the Asian Division of the University of Maryland's University College as it enters its fourth decade of service.

The Asian Division has rendered great service to our Armed Forces by affording quality higher education to our military personnel abroad. I am deeply grateful. Quality education programs such as yours provide the foundation for the highly technical training essential to a strong national defense. They also prepare our military personnel for a wide variety of assignments during their careers in the Armed Forces and later on as they continue to serve their country in civilian capacities.

I salute the staff, faculty and student body of the Asian Division on past achievements and offer every good wish for similar success in the years to come.

Ronald Reagan

LETTERS FROM U.S. PRESIDENTS

Bill Clinton



THE WHITE HOUSE
WASHINGTON

July 10, 1996

Congratulations on celebrating the fiftieth anniversary of University of Maryland University College.

Excellence in education is the key to our future. For fifty years, the faculty and staff of UMUC have been offering an ideal learning opportunity for their students and preparing them for the responsibilities that lie ahead. Our nation relies on schools such as yours to supply the knowledge and skills necessary to compete in the twenty-first century. I am confident that UMUC will continue to endow future generations with expertise and guidance.

Best wishes for the future.

Bill Clinton

“We are never short of faculty willing to teach in war zones, including Afghanistan,” he said. “They have a commitment to military education. Some of them may have been in the military before.” —Javier Miyares

continued from page 12

number of full-time students dropped from 650 in the mid-1980s to 150 a decade later. Classes in Europe were disrupted in 1990 and 1991 when U.S. troops there were deployed to beat back the Iraqi invasion of Kuwait. And in October 1993, UMUC became the first American university to offer a course for U.S. military personnel serving in the former Yugoslavia.

In the Philippines, classes were disrupted when Mount Pinatubo erupted in June 1991, shattering windows, sending rocks crashing through roofs, and filling the air with so much ash and debris that breathing became difficult. And then the Philippine government forced all U.S. military bases to close. Nonetheless, by its golden anniversary, UMUC’s Asian Division was offering courses in nearly 60 locations in 11 countries, territories, and dependencies.

To celebrate UMUC’s 50th anniversary, President Clinton sent a letter on July 10, 1996, noting that, “Our nation relies on schools such as yours to supply the knowledge and skills necessary to compete in the twenty-first century.”

These letters from the commanders in chief have one thing in common. They all note the necessity of providing a first-rate education for the men and women who serve in the nation’s military. And they applaud the sacrifice of UMUC faculty for heading around the world to reach the soldiers, sailors, and marines wherever they might be.

Finding faculty to go to hardship posts—even in the harsh, confining conditions of Afghanistan—has never been difficult, according to Acting President Miyares.

“We are never short of faculty willing to teach in war zones, including Afghanistan” he said. “They have a commitment to military education. Some of them may have been in the military before. There may be an element of liking to see the whole world. There is a sense of adventure that I think speaks to them, and working with the troops speaks very much to them.”

Time and again, UMUC faculty known as “downrangers” have ventured into remote parts of war zones, traveling dangerous routes to reach accommodations that sometimes were little better than



UMUC GRADUATES, FACULTY, AND STAFF AT THE FIRST RECOGNITION CEREMONY, ON TOP OF AL FAW PALACE, AT CAMP VICTORY, IN BAGHDAD, IRAQ, MAY 17, 2009.

cobweb-filled garden shacks, said Allan Berg, senior vice president for Overseas Operations.

“One of the fundamental principles of successful UMUC downrangers,” Berg said, “is to make do with what you have and be thankful for it.”

Conditions are tougher in Afghanistan than most people know, Miyares said.

“Many of our faculty and staff in Afghanistan have, at one point or another, experienced rocket attacks,” Miyares said. “So it is a challenge. But the challenge is not getting people to volunteer.”

As forces are withdrawn from Afghanistan and Okinawa, UMUC faculty will be uprooted, he said. But if the troops move to Guam or back to the Philippines as military strategists look for the best places to station them, UMUC faculty members will follow, even if it means deploying to a floating base in the Persian Gulf, as has been proposed.

In Heidelberg, where UMUC first landed in 1949, the last U.S. troops soon will be moving out. The UMUC site will close, but it will leave behind a rich legacy of cooperation and education that spans from the reconstruction of postwar Germany, through the defense of Western Europe, the Cold War, and the NATO mission to Afghanistan.

Where the “Academic Foreign Legion” will head next is open to speculation.

“All you can predict is that things will change and they will change overnight,” Miyares said. “Our troops will continue to be a military support power. And we will be right there. We just don’t know when and where.” ♦

A woman with brown, wavy hair, wearing a black blazer over a light blue collared shirt, is sitting on a large stack of newspapers. She is smiling at the camera. The background is a warehouse filled with many more stacks of newspapers on pallets, receding into the distance.

NEWS That Is Still Fit to Print

UMUC alumna and
Post-Newsweek Media Inc.
CEO Karen Acton makes
the case for community
newspapers

BY GIL KLEIN

PHOTOGRAPHS BY KATHERINE LAMBERT

KAREN ACTON LAUNCHED HER CAREER WITH A UMUC DEGREE in accounting, intent on getting a nice, stable numbers job. Along the way she happened upon journalism. Now, as the new CEO of Post-Newsweek Media Inc., she finds herself defending a business she loves that, these days, is anything but stable.

In her Gaithersburg, Maryland, office—one of two she occupies in her far-flung media company—she talks about what attracts her to the news business, and why it must, and will, survive and thrive.

“I enjoy it immensely, because the newspaper business is different every day,”

People reading printed newspapers see advertising as part of the news, and they will peruse the ads the same way they peruse the stories. But for most Internet users hunting for specific information, advertising is a nuisance. Pop-up ads or blinking banners get in the way of their mission.



said Acton, who was promoted to CEO in January 2012. “You never get bored. I’ve been in it 30 years. But every day is different, every day is exciting, and you feel that you’re doing something worthwhile for your community.”

The name “Post-Newsweek Media” conjures up images of globe-trotting journalists who question presidents and write about wars and disasters. But while Post-Newsweek Media Inc. is owned by the Washington Post Co., its mission is to provide community news in the Maryland counties around Washington, D.C., in Fairfax County, Virginia, and on nearby military bases.

It is community journalism at its most basic, and it touches the lives of individuals in ways that big city newspapers rarely can. And Acton would have it no other way. Community newspapers provide news to people that no one else will produce, she said.

“You get to meet the people in the community. You tell their stories. You are the historians for the communities you are serving,” she said. “That is vital. Whether it’s the parents of the children playing on the soccer or baseball team, they think it is very important. It is recording the history of their families with their births, engagements, weddings, and obituaries. You are providing the information they need every day to live their lives and have the information they need to make good decisions for their families.”

But don’t think that Acton is running a tiny weekly newspaper. With an army of 176 reporters, editors, and photographers, the 19 newspapers she controls reach 671,000 homes in the Washington, D.C., suburbs and southern Maryland. That is just slightly fewer than the *Washington Post*’s Sunday circulation of 688,576.

Additional newspapers Post-Newsweek Media publishes circulate on local military bases, and the company has separate weekly newspapers focused specifically on Maryland business and politics.

Unlike the *Post*, which relies on paid subscriptions, the Gazette newspapers that make up a large part of her business are delivered free to homes in targeted neighborhoods.

In this time of turbulence in the news business, many pundits predict that newspapers will disappear, overwhelmed by Web-based and app-based journalism. Acton begs to disagree. Not only will the printed version of the newspaper survive, she predicts, it will thrive.

People, she said, like to see their news on paper.

While Web sites are important to news and Post-Newsweek Media has a healthy online presence, she said, they provide an entirely different experience than the printed newspaper.

“I think print is—and I hesitate to say it—more important, but in some respects it is,” she said. “When you read a newspaper, in particular a community newspaper, you are browsing. You come across stories on taxes being raised in your community, how the planning commission might affect your neighborhood, what is happening in your child’s school.”

But when most people go to the Internet, she said, they are looking for a specific piece of information. They are hunting, not browsing.

“You go to find something about *x*, *y*, or *z*; you don’t have the same experience of browsing,” she said. “That experience is important and necessary, and I have not seen any way of packaging information on the Internet that makes it possible.”

The Internet, she said, serves a good purpose, and every news organization must have a mix of ways to reach people

where they want their news. “But it can’t replace the print product.”

One of the main reasons for that is advertising. In the printed newspaper, advertising provides far more revenue than anything else devised so far on the Internet, she said. And the basic reason is the same: browsing vs. hunting.

People reading printed newspapers see advertising as part of the news, and they will peruse the ads the same way they peruse the stories, she said. But for most Internet users hunting for specific information, advertising is a nuisance. Pop-up ads or blinking banners get in the way of their mission.

“Print advertising serves advertisers much better,” she said. “The difference in revenue between print and online advertising is unbelievable, and I don’t see that need going away.”

While Acton seems as thoroughly Maryland as Old Bay seasoning, in fact she was born in England. Her mother was English and was visiting home when it came time for young Karen to arrive in the world. It took a couple of months for her to get to Maryland, where she has remained ever since, growing up around Camp Springs and living now in La Plata.

Her father was a Washington, D.C., fireman, but her mother gave her a first taste of journalism.

“My mother worked for the Associated Press (AP) as an administrative assistant,” she said. “On election nights in particular when I was a young teenager, I would volunteer to help. It was exciting.”

During summers, while in college, she worked as a “gofer” for the AP on Capitol Hill.

“My mother loved working at the Associated Press,” Acton said. “She would come back with stories of this reporter or that reporter, and it was exciting to me to meet the people and then see the byline in the paper.”

But that’s not how she ended up in the newspaper business. She went to college—first to Prince George’s Community College and then to UMUC, where she graduated in 1982 with a degree in accounting. That was a solid profession one could rely on. Married early and working while attending college, UMUC provided the flexibility of night and weekend classes so she could combine her education with a full-time job.

She landed an accounting job in Bethesda, but commuting daily to her home in Waldorf was too taxing. She looked in the want ads of the local newspaper, and there she saw an opening at Southern Maryland Newspapers for an assistant controller. With no intent other than to find an interesting accounting job, Acton happened upon on a career in journalism and a company that would sustain her through her career, even after it was purchased by Post-Newsweek Media.

“I ended up in the newspaper business by the luck of the draw,” she said.

Finding that she needed an advanced degree if she wanted to attain the highest levels of her profession, she turned once again to UMUC to earn a master’s degree in finance in 1999. This time, she found that she could choose

from classes at locations in Waldorf, at Andrews Air Force Base, at Patuxent River Naval Air Station, or in College Park. And she could try something new—some of the earliest online classes.

“There’s a lot of flexibility at UMUC,” she said. “When a schedule would come out, I would try to get the classes that would be most flexible to me and fit with my schedule.”

And the UMUC graduate degree gave her the edge she needed to move up to the top spot at Post Newsweek Media.



“The newspaper is the watchdog when it’s done right,” she said. “We need to make sure that the citizens are being protected and not being taken advantage of by government officials.”

Continued on page 36



Robert C. Moyer in the Milestones of Flight gallery in the National Air and Space Museum in Washington, D.C. The North American X-15 is visible directly above him; beside him is the Apollo 11 Command Module Columbia that carried astronauts Neil Armstrong, Buzz Aldrin, and Michael Collins to the Moon. Moyer's father worked on the Apollo program in the 1960s as an electronics technician.

CHASING HISTORY Through Time and Space

For Robert C. Moyer, exploring the history of space flight is a passion—and a link to the father he never knew.

BY CHIP CASSANO

THIS IS A STORY ABOUT SPACE—ABOUT THE VOID BEYOND EARTH'S atmosphere, and the void that the death of a father leaves in the life of his son.

At its most basic, it is a story about UMUC graduate Robert C. Moyer, and how he came to write a small but important chapter in the history of space flight. And as such, it begins in May 1970, when Moyer was less than a year old. It begins on the day that his father—an electronics technician who worked on the Gemini and Apollo space programs in the 1960s—made the sad and irrevocable decision to end his own life.

“He was an alcoholic suffering from clinical depression at a time when people only thought of that as a character flaw,” said Moyer.

In Moyer's family, his father's death was like a raw wound, best left unexamined, and Moyer grew up with little information about his father, and no memories. But he knew that the elder Moyer had worked at the Kennedy Space Center in Florida.

“Because I never really knew him, that was the only way for me to connect with my dad,” said Moyer. Space became their common ground.

Because many of the country's first astronauts began their careers as naval aviators, Moyer's initial plan was to join the U.S. Navy and train as a pilot. But in a moment of carelessness at a high school pool party, a classmate jumped into the water and landed on Moyer. Hydrostatic shock ruptured his eardrum.

PHOTOGRAPH BY MARK FINKENSTADT

But the X-15—which actually starred in its own movie and was publicly portrayed as a marvel of technical wizardry—was no slick 21st-century spaceship. It was a research instrument . . .

As quickly as that, his dream of becoming an astronaut faded. “Even back then, I knew that the minute a Navy corpsman looked in and saw scar tissue on my eardrum, I would be disqualified from flying,” said Moyer.

So Moyer shifted focus—“One life lesson I must need to learn is flexibility, because it keeps getting hammered home,” he said ruefully—and after graduating from high school in Louisiana, he enrolled in a science program at a local college. His new dream was to work for NASA as an engineer.

But life is rarely gentle and comes with no guarantees, and in 1989, tragedy struck again. Moyer’s mother died of cancer, leaving him an orphan at 19. And with her death, he lost his most tangible link to the memory of his father.

“I wasn’t quite old enough to sit down and say, ‘Look, I know this is tough, but can you talk to me about my dad?’” said Moyer. He was juggling a brutal schedule, working full-time at an auto parts warehouse, surviving on a few hours of sleep each night, driving more than 100 miles each day between classes and work. “I limped through that semester and three or four weeks into the next, and that was about as far as I could make it.” He dropped out of school.

For the next 20 years, Moyer worked a laundry list of jobs—in production control at a steel fabrication company, as an accounting clerk at a local college, in customer service for a large bank, at a division of the Louisiana State Police. “That one was loads of fun,” Moyer said, chuckling. “I had an 80-year-old woman throw a license plate at my head like a ninja throwing star.”

But in 1994, the 25th anniversary of the Apollo 11 moon landing brought that chapter in history back into the public eye, and a four-part TBS miniseries, entitled *Moon Shot*, reminded Moyer of his own connection to it.

“It reminded me again that there was this huge gap in my knowledge of my own background,” Moyer said. “I knew that my father had played a role in the space program, but I had no idea what it was.”

Moyer wrote a letter to NASA headquarters, but got no response. Next, he wrote his congressman, who filed a Freedom of Information Act request on his behalf. NASA responded, informing Moyer that his father hadn’t been a NASA employee. As was often the case, he had been contract labor, and the company he worked for—Federal Electric Corp., a subsidiary of International Telephone & Telegraph—had since changed hands several times. Although the company was eventually able to locate eight pages from the elder Moyer’s files, five pages were from an old résumé that predated his work at the Kennedy Space Center.

For five years, Moyer continued his search. Private use of the Internet was still something of a novelty, so finally, Moyer decided to travel to Florida for the worker’s reunion of the 30th anniversary of Apollo 11, in 1999.

“I went down with a portfolio full of flyers, and I just handed them out,” Moyer said. “‘Do you know anything about this guy? Do you know somebody who might have worked with him? Here’s my number; here’s my address. Get in touch with me.’”

Finally, fate smiled. Moyer had a photocopy of his father’s employee separation notice, and someone recognized the supervisor’s signature and knew where he lived. Moyer called him, and the two spoke for almost an hour.

As it happened, the elder Moyer’s division at Federal Electric focused on communications and spacecraft telemetry. His work took him around the world, and at different times, the family lived on San Salvador and Eleuthera, in Florida and Japan.

At the Kennedy Space Center, he helped maintain a mainframe computer that housed ALDS, the Apollo Launch Data Systems. “If telemetry was the nervous system, that computer was the spinal cord,” said Moyer. The job included everything from keeping paper in the printers to repairing or replacing wiring and blown tubes.

“It took me five years to learn that much,” Moyer said. But it was better than nothing, and it helped spark his interest in history.

It also reignited his dream of working for NASA. Moyer was married by then, and he and his wife decided that, finally, Moyer could afford to return to school full time. They were wrong on several levels, but Moyer still hoped to become an engineer, and he quit his job and enrolled in the mechanical engineering program at Louisiana Tech.

“Two things happened at the same time,” Moyer said frankly. “First, we ran out of money; second, the hours that I was keeping as an engineering student overstressed the marriage. We divorced and I quit school.”

His time at Louisiana Tech was not lost, though. While there, he minored in commercial aviation and earned his private pilot’s license, and he competed as a novice in martial arts. After September 11, that combination of experience put him in high demand, and Moyer took a job with the airlines, working on a ground crew. When a flight attendant’s position came open, he applied.

It was a job, but it wasn’t a calling, and although he realized that the rigors of an engineering degree were too much to juggle while working full time, he still hoped to return to school. UMUC, with its flexible, online coursework and regional accreditation, became the obvious choice.



(CLOCKWISE FROM TOP LEFT) A RESEARCHER TESTS A MODEL OF THE X-15 IN A WIND TUNNEL AT NASA LANGLEY RESEARCH CENTER; THE X-15 IS BORNE ALOFT ON THE WING PYLON OF A B-52; A TEST PILOT WEARS PROTECTIVE CLOTHING IN A VACUUM CHAMBER.

than 60 miles above the surface of the Earth, past the commonly accepted boundary to outer space. Its pilots earned astronaut wings.

So, at 42, Moyer followed in his father’s footsteps to a job with NASA, becoming the agency’s oldest intern, ready to tackle the X-15 project with a combination of excitement and trepidation. Gainer wanted more than a simple historical summary. An engineer who had worked on the X-15 project had recently passed away, leaving behind several dozen boxes of materials that had to be reviewed for historic value, cataloged, and archived. Gainer also wanted to develop a Web page and a digital archive, and once she met Moyer and assessed his abilities, suggested that they collaborate on a scholarly article.

“I said, ‘Sure, that sounds great,’ all the while trying to keep my voice level and thinking to myself, ‘What on Earth did I just get myself into?’” said Moyer.

In the months that followed, Moyer would spend hours crawling through old storage spaces and reviewing the work of researchers and engineers who paved the path into space. He made a trip to the regional archives in Philadelphia, met experts in thermodynamics and aerodynamics, and spoke at length with retired Air Force Maj. Gen. Joe H. Engle, who piloted both the X-15 and the Space Shuttle.

Moyer’s own background in history, engineering, and aviation gave him a unique perspective, and the story that emerged was subtly different from that put forth by the media and popular historians. There was no question that the X-15 was decades ahead of its time, flying research missions outside Earth’s atmosphere, reaching hypersonic speeds, and landing like an airplane, all more than 20 years before the Space Shuttle flew its first mission.

But the X-15—which actually starred in its own movie and was publicly portrayed as a marvel of technical wizardry—was no slick, 21st-century spaceship. It was a research instrument, a sometimes awkward collaboration of the brightest minds in aeronautical engineering, all working under unforgiving deadlines to achieve performance specifications that were mostly theoretical. The aircraft still depended to a great degree on the superlative skill of its pilots.

Moyer was especially curious, then, to explore the one tragic blemish on the X-15’s record—a crash on November 15, 1967, that claimed the life of Maj. Michael J. Adams. Somehow, Adams lost

Continued on page 36



A conversation with
Acting President
Javier Miyares on
his unexpected call
to leadership, lessons
learned in a crisis, and
his vision for UMUC.

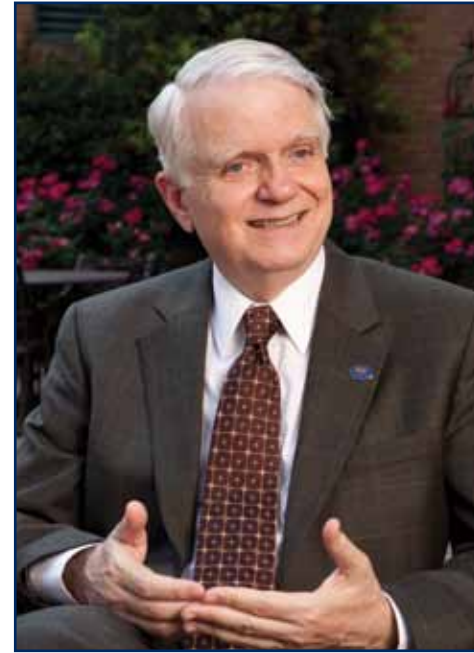
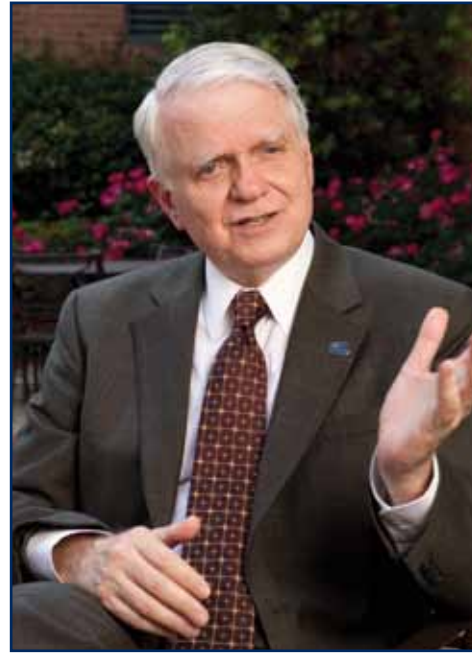
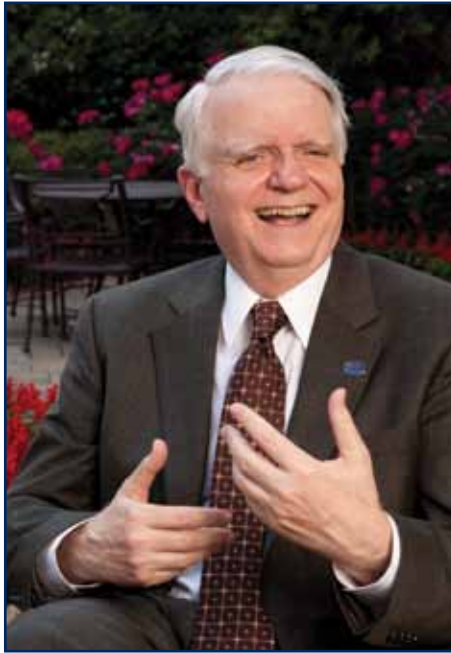
Teachable MOMENTS

BY GIL KLEIN

PHOTOGRAPHS BY KATHERINE LAMBERT

As 2012 began, Javier Miyares, UMUC's senior vice president for Institutional Effectiveness, was pondering his plans for retirement. By the end of the day on February 22, he was the university's acting president, charged with piloting the school of more than 90,000 students through a crisis. ♦ That day, William E. "Brit" Kirwan, chancellor of the University System of Maryland, announced that UMUC President Susan Aldridge would be on leave "for an undetermined period of time." ♦ One month later, on March 22, Aldridge announced she was stepping down. "Given all that we have accomplished over the past six years," she said, "I think this is a good time. . . ." Chancellor Kirwan subsequently made clear that the reasons for Aldridge's departure had nothing to do with the academic integrity of the institution and applauded her accomplishments as president. In the interim, however, critical articles had appeared in several publications, fueling debate and speculation about the university's institutional health. ♦ Miyares says his goal has been to dispel any clouds of doubt and to prepare the university for the next president—a job he calls "the plum of all plum jobs" in the world of online higher education. ♦ Miyares sat down with writer Gil Klein to answer questions about his background, how the university is faring, and what he hopes to accomplish before the next university president is selected—and he can finally begin his delayed retirement.

“For me, leaving Cuba was almost an adventure. As an immigrant, my perspectives on life are at times both as an insider and as an outsider. . . . I would say if there was a thread, it was the immigrant experience: finding an identity and how I fit in. For me, fitting into higher education allowed me to find my niche in this experience we call America. This is my niche.”



Now that you have been on the job for a few months, how is it going?

The response from the community has been extraordinary. There has been an understanding that the only way to pull through the crisis has been to come together. I really have been moved as to how the many different stakeholders have closed ranks and how supportive they are. I shouldn’t have been surprised, but the support and the backing from the chancellor and the regents has been simply incredible. It manifests itself in many different ways, from the personal e-mails to the wise counsel that the chancellor has been giving me. So it has been going very well, and much faster than I expected, we have put ourselves on the right path.

Tell me a little bit about the Javier Miyares story. You were born in Cuba?

I was born in Cuba, and I left when I was 14 years old. I come from a very Catholic family, with seven uncles and aunts who were priests or nuns. At the time I left Cuba, I was in the Jesuit High School Seminary. On the night of the Bay of Pigs invasion [April 17, 1961], the police, the military, and Cuba’s secret police came for my father and my older brother—who had already left Cuba—and searched our home repeatedly. My father ended up spending three years as a political prisoner.

In the aftermath of his being jailed, my parents decided to send my sister and me away. I left on July 4, 1961, and I take that as a sign.

I was sent to Venezuela. After a year, the Jesuits decided to send me to Miami to join other Cuban children who had been separated from their parents. I graduated from a Jesuit high school in Miami. Then I entered the Society [of Jesus] and was sent to the Dominican Republic and Venezuela for training.

After five years, I decided to leave the Society and come to Baltimore, where my brother lived. I never thought I had a choice but to go to college. I came to College Park and literally ever since I have been with Maryland higher education. As a student, I finished my bachelor’s and master’s, did doctoral work but

never finished my dissertation. I was offered a full-time job in the counseling center. Then I went to the Maryland Higher Education Commission where I worked on data and policy research issues. From there it was on to the USM System Office, where I worked both in academic affairs and in administration and finance. I joined UMUC in July 2001.

This almost 40-year journey has allowed me to get a picture of higher education in Maryland from many different perspectives.

Did your father get out of Cuba?

Yes, eventually Dad was freed. My mother had waited behind for him, and they decided to leave Cuba. Education runs in my blood. Both my parents were teachers. They decided to settle in Puerto Rico because they could not speak English, and teaching was their life.

Has that immigrant experience had a lasting effect on you?

For me, leaving Cuba was almost an adventure. As an immigrant, my perspectives on life are at times both as an insider and as an outsider. That has been helpful, professionally, to develop more of an analytical, detached way of looking at things. I would say if there was a thread, it was the immigrant experience: finding an identity and how I fit in. For me, fitting into higher education allowed me to find my niche in this experience we call America. This is my niche.

What motivates you? What gets you up in the morning?

It is very simple, but I have to start with the fact that I am 65 years old. That means that I am at a point in my life that what matters is what is going to be left behind. When I wake up in the morning, beside the fact that I have no idea what the day is going to be like, it is with the awareness that I make a difference. I like to say that this is a noble mission. For whatever reason, for our students, traditional higher education was not a choice. UMUC is a realistic option. For many of them, we offer the path to the middle class.

It’s very powerful to come to work here. It was powerful before. But becoming president is very liberating, at least for me.

Why don’t you want to seek the presidency?

First, I really was intending to retire. I think the next president has to make a commitment of a number of years. I don’t think I can do that. Second, if I were to become a candidate, im-

mediately something shifts psychologically. Even if you don’t want to, you begin campaigning for the job. And other people see you as campaigning for the job. And what I want to do—what keeps me going in the morning—is to be more of a transformative figure. I have an immense sense of freedom that I can make decisions that I think are for the betterment of the university, and I don’t have to fear any consequences at all. The worst thing that will happen is that I will retire, which is what I was planning to do. [If I were to seek the presidency,] I think that would be a disservice to the university, to the folks here, and to me.

How long do you see the interim?

That’s the \$64,000 question. The regents and Chancellor Kirwan have decided not to rush into a search process, knowing that we have much on our plate right now. I believe we’ll have a better handle on the timeline for the search in the coming months. And once the process starts, it could take up to a year before a president is picked and joins UMUC. But at least for the near term, I am the president and my job is maintaining the momentum of this great university. And to have it appeal to someone who can make a great future president when the time comes. In this world of adult online higher education, this is the plum of all plum jobs! I feel comfortable that, in due time, we will get a pool of top-shelf candidates.

What are your vision and goals for this transition period?

First and foremost, we had to work through these transition issues. Second, we have to have a university structure organized with clear lines of accountability. I think we have very good people here. I think that under President Aldridge, very good people were recruited. How do we empower these people so that when the next president comes, he or she can take the ball and run with it? We have to build up support inside Maryland. I understand our brand has been somewhat damaged. The next president should not have to deal with problems of the past. Everything has to be done so

he or she can take UMUC to that next level. And we have to do so with the trust of the faculty and employees. Every time I talk to the community, I mention three things—academic integrity, transparency, and communication.

Academic integrity, because it goes to the heart of who we are. I want to make sure that the message goes out that our academic integrity has never been compromised.

Transparency and communication, because I have learned we need to be more up front with our own internal community and our stakeholders, including the Board of Visitors, donors, and particularly our own faculty and staff. That means that all along we have said, “This is what is happening; this is what we are doing.” We need to regain the trust that the university is being managed with a high level of integrity and honesty. This is not to say that it was not, but there were perceptions, and sometimes perceptions become reality for people. I have learned that some things need to be changed. I hope I have been able to convey to the faculty that I respect them and that I expect respect. A dialogue is how mature adults solve problems; otherwise, an organization becomes dysfunctional.

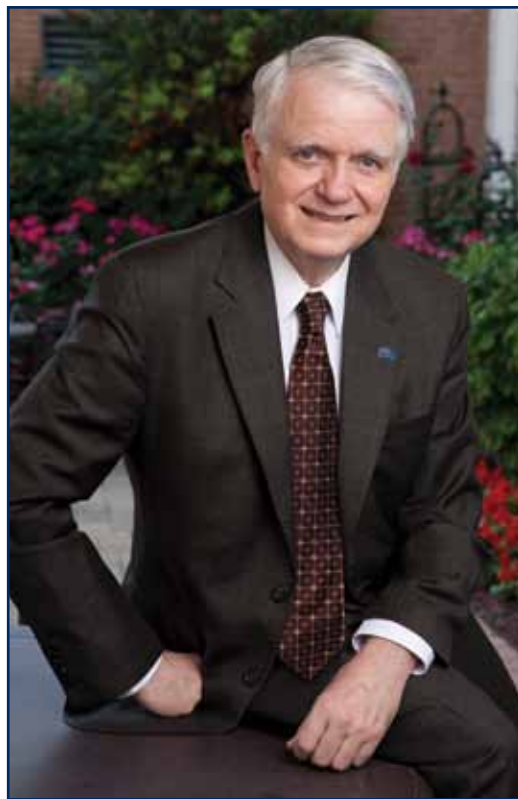
I want UMUC to be an employer of choice. There is a thirst from the staff and the faculty for us to be more responsive to their needs. Something as simple as a more meaningful teleworking policy, compressed workweek policy, all the way to perhaps reimbursing employees for travel between our locations in Largo and Adelphi. We are a public institution, and our salaries have been frozen for four years. So how can you become an employer that people want to work for when you cannot use salary increases as a reward?

I met with a strategic planning group, and they told me there is no consensus in the institution of what the university should be. I thought we had a vision. Obviously we have one on paper. That made me realize that, while we are in this transition, we can use the time for the community to decide what the vision should be. Then we search for the leader who can take us there, rather than searching for the leader who will take us where he or she wants to go.

To go back, how would you characterize what has happened during the past few months?

When there is a sudden change in leadership, and in our case when it is announced that your president is on indefinite leave, many questions and rumors surface and a period of uncertainty arises. It was very disconcerting to the larger UMUC community. It was making some folks angry, because they felt their work and legitimacy were being questioned. However, it was an opportunity to refocus on our mission and doing what we do best: providing access to high-quality education to students around the world. I was determined that this ship would not drift, that the mission would be served. And I believe that is what we have done and will do as we move forward. I’ve been surprised by how fast the univer-

“And what I want to do—what keeps me going in the morning—is to be more of a transformative figure. I have an immense sense of freedom that I can make decisions that I think are for the betterment of the university.”



sity turned around in these things. I think there is a renewed pride in what we do. I think it was because people truly realize that we do a good job.

There is still a degree of mystery around Dr. Aldridge’s departure. Do you think it will have to be that way?

There are often unanswered questions about leadership changes in academia, as there are in the corporate world. Dr. Aldridge and her team did a lot to take UMUC to a higher level. We continue to build on that. We have in place a realigned senior leadership team that I’m confident will be in place in the future. I believe UMUC has moved beyond a focus on leadership change toward planning our march forward.

Has the university’s reputation been hurt in the long run?

I believe I can say with a lot of confidence that the answer is no. We continue to grow at the same rate as we grew before, so it is not impacting on prospective students. All indications are our retention rates continue to improve. Faculty recruitment seems to be proceeding well. I have met with faculty around the world. Their commitment to UMUC is very strong.

Faculty members have questioned the viability of eight-week online courses. Why was that initiated, are they going to remain, and are the courses academically sound?

To the last two, yes, yes. Now let’s go back and talk about it more. The California State University system [one of the largest in the country, serving more than 400,000 students] announced that it is going to deliver eight-week online classes. They did it after we did. So we are hardly alone in offering eight-week sessions. Second, UMUC has been delivering instruction face-to-face in eight-week sessions for as long as anyone can remember, so the issue was not eight weeks, the issue was eight weeks *online*. In my own logical, analytical, Jesuit mind, if you think that eight weeks face-to-face is okay and eight weeks online is not, then you think there is something wrong with online. We have been claiming all along, and we have data to show, that students learn just as well online as

face-to-face. So my point has been that I need data showing that somehow the shorter terms online don’t work, because the data I have shows that they do. Now we also know that shorter terms work better for adult students. We did a lot of research on why students drop out. In our case, the critical point was completing a course while struggling with life events. This past fall term, when we introduced the eight-week online courses, our completion rate increased by five points. I have worked in higher education for 37

years. I have never seen the needle move that much in one term. The data shows the students learn as well if not better in eight weeks as in 12. And we didn’t just shrink the same syllabus from 12 weeks to eight weeks. We started from scratch. We talked to employers and asked, “What would you like our graduates to be able to do?” Each course had a clearly delineated set of expected learning outcomes. No university that I am aware of has done that from scratch. Of course there is room for improvement. But the eight-week session is the structure on which we’ll continue to improve and innovate. Prior to the conversion to eight-week sessions, UMUC offered undergraduate online and face-to-face classes in nine different lengths! It is difficult to argue that students were better off taking classes with such a wide range of scheduling formats—there was little consistency for them.

Judging from some of the stories that appeared, it seemed that the dissatisfaction was greatest among the faculty in Asia. Why was that, and is there substance to it?

There were some leadership issues in Asia that President Aldridge addressed last year. And there are some concerns that have to do with where UMUC is going in Asia. Last April, while there, I was asked if UMUC is moving away from a commitment to face-to-face instruction overseas. I can understand why that is a concern. I also realize that that is their bread and butter. So I was very clear—the contract with the Defense Department requires face-to-face instruction. UMUC cannot move away from that. But let’s be honest. Students are flocking to online instruction. Everyone agrees that if you ask the

students, large numbers say they would rather have face-to-face instruction. I say great. But then, when you offer face-to-face classes, they don’t enroll, because when it comes to actually choosing, they would rather have the convenience of online. It simply is that the students are voting.

When I was in Okinawa, I met with the faculty there. I was looking at the globe. Here I am on a small island that is off the coast of China that is about a 15-hour flight from Adelphi. That is a fact. How do we involve such a geographically dispersed faculty, and not become too Adelphi-centric? It is a challenge, and it will always be a challenge.

What do you see as UMUC’s place in higher education?

The needs for higher education for an educated workforce in the nation—and I would say the world—cannot, and I repeat *cannot*, be fulfilled by traditional higher education. It is impossible. The nation does not have enough money or resources to have one faculty member teaching three courses in one term with 15 students in each. It simply ain’t going to happen. Nor do students all go to college right after high school and live in a dorm for four years!

UMUC finds itself on the cutting edge. What is needed is high-quality, low-cost education. That’s what we offer. To do that, scale is of paramount importance. You have to distribute your fixed costs across a lot of enrollments so you can generate the money to innovate. That’s what we offer. Maryland—and the nation—will not get to the 55 percent college attainment rate that Gov. Martin O’Malley advocates without universities like UMUC. No way. Impossible. Period. Can’t happen.

What is the difference between UMUC and the for-profit institutions?

I am not going to bash the for-profits. That’s a losing proposition. The for-profits discovered a model that we have been using since 1947. And they discovered you can make money. I believe they have expanded the pie. I don’t think they have taken from traditional institutions or from us. Some of them are very good players with revolutionary models. But we don’t have the pressures to produce a certain level of profits, where every quarter you get phone calls from the analysts. So I think the differentiator between us and them is that the absence of the pressure to make a profit gives us more flexibility to invest in the future of online education. It is up to us how we use that flexibility to get ahead of the for-profits. I generally think it is good to have competition. I don’t fear competition, because I know UMUC is going to win. There may have to be more regulations, but that is a different matter.

How would you characterize the typical UMUC student?

The typical student is working full time, is married with children, and wants to get ahead. At the undergraduate level, the students

are trying to anchor themselves in the middle class. They know they need the degree to be able to get ahead, get a better job, have a future. At the graduate level, they realize they need a master’s, which is almost becoming like a bachelor’s used to be. A large percentage of our students are the first in their families to go to college. For about 12 to 15 percent, English is not their native language. We are a majority minority institution.

And we work with the military. It is almost a deal the country has made. You come to the military, you are willing to serve your country, and we are going to provide you with an education. We had a woman from Guatemala, nine years it took her to get her undergraduate degree working full time, and she has a family to support. You have no idea what that means to her. To get a college degree from an American university is huge. Those are our students. They work hard at their work, they have family obligations, and generally they get online after the children go to bed, 10 o’clock in the evening.

Some top universities are offering open access courses, which UMUC has done since its creation. Is open access the wave of the future, and how does that affect UMUC?

That is one of two major challenges for us. Like newspapers found the hard way, content is becoming free. What does a university do for you? We help you with a teacher. You have to prove to the teacher that you have managed that content in many different ways. We want to move much more forcefully in competency-based education. We know that it is going to be disruptive. We just don’t know how it is going to be disruptive. Harvard and MIT are putting free content online. But they will never give college credit to 150,000 students. Part of their brand is to be exclusive. That means there is still a need for some sort of validation that you have managed the content. How an institution puts those two things together is going to determine who gets ahead. It is not clear how you do that—how that free content from these elite institutions is going to affect the traditional colleges. No one is really looking into that. That is one of the things that the next president is going to have to do.

The other challenge is that the future of higher education online lies at the intersection of the science of learning, technology, and analytics. Online education generates tons of data. How do I bring all of this data to improve your success rate? For instance, you took this class this year and this was your grade and you are in Accounting 101 and in the third week you are having this problem. Can I identify in real time through analytics the students who are less likely to succeed so I can do something about it?

Once again it is scalable. Already, the Open Learning Initiative at Carnegie Mellon University has built courses where you take a test and, depending on your responses, you will be redirected to some lesson you need to learn. There is no human being behind it. We are entering the world of cognitive tutors. That is how you make it high quality at low cost.

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TEACHABLE MOMENTS

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I want UMUC to be there. We are going to set up a Center for Innovation in Learning, driven by research and fully funded with the margin we make. That is an investment in quality.

I understand that the contracts with the Department of Defense are up for renewal. What is the strategy for that?

Last year we enrolled 92,000 students. A little more than half of them are military or military affiliated—veterans, dependents. We have three DOD contracts: the contract for Europe, the contract for Asia, and the contract for central Asia, or CENTCOM, which includes Afghanistan. The one that is up for renewal first is Europe. We believe they will also have the CENTCOM contract up soon. We are going to bid, and we are going to win. It is going to be competitive. We know that. I assume some of the for-profits will go for the contract. The rest is speculation. You have to assume there will be competition. Otherwise they will eat your lunch. We are putting together a team. It will require that we rethink how we do business worldwide. And I don't even know what that means. You have to bid scared. That keeps you on your toes. How can you streamline and give quality? It's a challenge.

As a last question, I want to ask you something a little offbeat. Do you see UMUC opening a campus in Havana some day, and would you like to run it?

[Laughing] I think our model for international education is not to open centers but to have joint degrees. So in a new day in Havana, a joint degree with a Cuban university would be wonderful. And if I were still around, I would like to be part of it. But I don't see it at all in the near future. ♦

CHASING HISTORY

Continued from page 29

control of the aircraft high above the Mojave Desert and essentially reentered the Earth's atmosphere sideways. At 230,000 feet and Mach 5, he experienced the only hypersonic spin in the history of human flight.

The accident board reported that Adams had "allowed the aircraft to deviate as the

result of a combination of distraction, misinterpretation of his instrumentation display, and possible vertigo." Many took this to mean that the crash was due to pilot error; some questioned his fitness for flight and asked publicly how an experienced pilot could have gotten so disoriented.

The account on the NASA Web site is predictably technical and terse, but offers little in the way of answers:

Through some combination of pilot technique and basic aerodynamic stability, the airplane recovered from the spin at 118,000 feet and went into an inverted Mach 4.7 dive at an angle between 40 and 45 degrees. Adams was in a relatively high altitude dive and had a good chance of rolling upright, pulling out, and setting up a landing. But now came a technical problem; the MH-96 began a limit-cycle oscillation just as the airplane came out of the spin, preventing the gain changer from reducing pitch as dynamic pressure increased. The X-15 began a rapid pitching motion of increasing severity, still in a dive at 160,000 feet per minute, dynamic pressure increasing intolerably. As the X-15 neared 65,000 feet, it was diving at Mach 3.93 and experiencing over 15-g vertically, both positive and negative, and 8-g laterally. The aircraft broke up northeast of the town of Johannesburg 10 minutes and 35 seconds after launch. . . . Mike Adams was dead; the X-15-3 destroyed.

It doesn't mention that both Adams' mother and wife were in the NASA control room on the ground when Adams radioed in that his aircraft was in a spin. It doesn't mention that he left behind three children. It doesn't speculate on the terror and confusion he must have felt, alone in a spinning rocket plane on the black edge of space.

After a careful reading of the crash record, coupled with his own training as a pilot and his conversations with Engle, Moyer drew his own, differing conclusions. In simple terms, the crash was due to a design flaw—a "failure of imagination," as flight director Gene Kranz put it in trying to explain the earlier Apollo 1 fire that claimed the lives of three astronauts.

"In Adams' case, the position of four rather innocuous switches apparently caused

his attitude indicator to direct him to fly an incorrect reentry attitude that resulted in his death and the loss of his aircraft," Moyer wrote in the article, co-authored with Gainer, that later appeared in the May 2012 issue of the scholarly journal *Quest: The History of Spaceflight*.

Of course a historian can only write history, not change it. What is lost remains lost, for Adams' family and Moyer alike. But it was something.

"At the very least, it was gratifying to get a different perspective into the academic literature," said Moyer. "He was one hell of a test pilot."

To read more of Robert Moyer's research on the X-15 at NASA Langley Research Center, visit <http://crgis.ndc.nasa.gov/historic/X-15>. ♦

NEWS THAT IS STILL FIT TO PRINT

Continued from page 25

"It prepared me well for the work I need to do," she said, "and in the end that is what a degree is supposed to do."

While reporters and editors everywhere are wont to complain that the "bean counters" are slashing budgets and undercutting important journalism, Acton insists that is not true with her, even though the industry is criticized for shirking its investigative role. She said she is willing to spend the money for investigative work when her reporters present the right opportunities.

"The newspaper is the watchdog when it's done right," she said. "We need to make sure that the citizens are being protected and not being taken advantage of by government officials."

That, she said, is the beauty of community journalism.

"It always comes down to making choices on resources, but we are in a position to make the right choices," she said. "We would always like to do more."

As is true for most newspaper reporters, Acton finds the sound of the presses roaring kind of magical.

"There is no way to explain the feeling I get when I hear the presses rolling and when I watch our newspapers coming off the press," she said. "It's truly exciting to know that we are producing a product that chronicles the history of our communities each and every week." ♦

CLASS NOTES

Michael Pafford '80

College Park, Maryland, was selected in a competitive process as a 2011 Systems Engineer of the Year for the Chesapeake Chapter of the International Council on Systems Engineering (INCOSE).

Steven J. Schupak '95

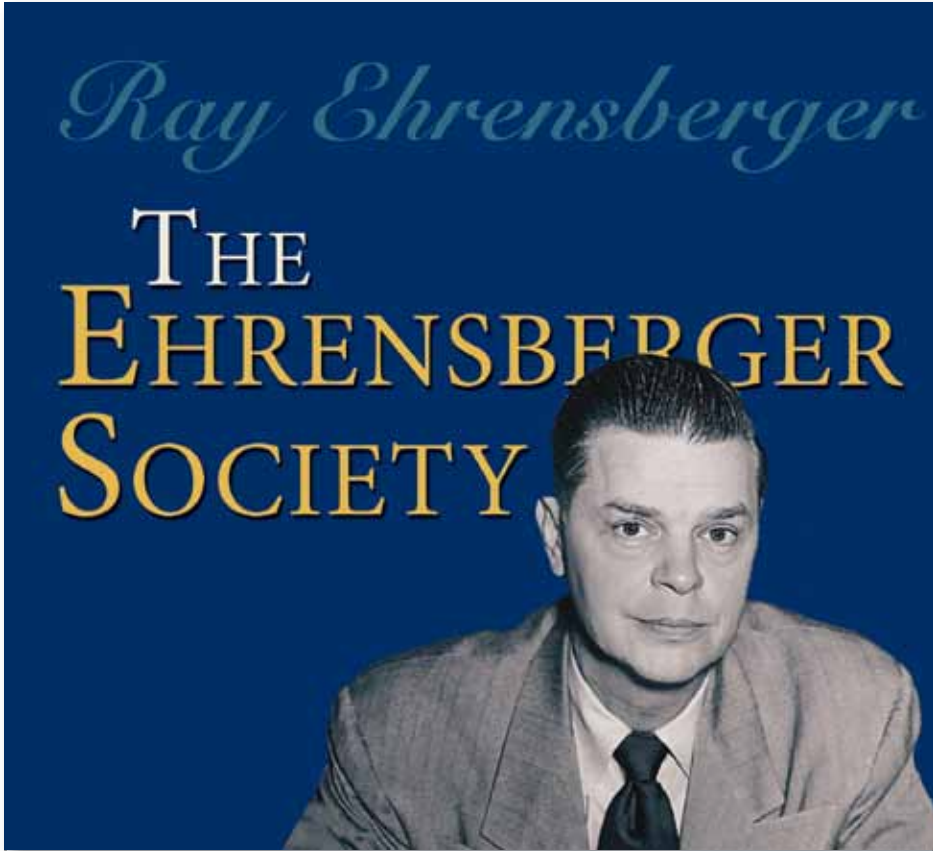
Potomac, Maryland, has been named chief content officer for Maryland Public Television (MPT), where he previously served as senior vice president. He joined MPT in 2003 after a three-decade career in television, beginning as a production manager with ABC Television for *World News Tonight*, *Monday Night Baseball*, and other projects. He later served as events director for the National Cable Television Association and as vice president for Henninger Media Services, in Virginia, where he ran the television production and distribution group for eight years, supplying major cable networks and international markets with award-winning programming. During his tenure at MPT, the organization has won 26 Emmy Awards and numerous industry honors. In addition to an MS from UMUC, he holds a BFA in film and television from the Tisch School of Arts at New York University. He also serves as an adjunct faculty member in American University's School of Communications.

Reggie Smith III '00



Ellicott City, Maryland, has been appointed to the Board of Trustees of Berkeley College, New York, New York. He currently serves as chairman emeritus of the Board of Directors

of the U.S. Distance Learning Association (USDLA). He was recently inducted into the USDLA Hall of Fame and earlier was named Black Engineer of the Year for Community Service. A former employee of Booz Allen Hamilton, of McLean, Virginia, he holds a Master of International



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al Management from UMUC and a BS in English/communications from Lincoln University, Lincoln, Pennsylvania.

Olugbenga Erinle '02

Laurel, Maryland, is president and cofounder of Ultra Electronics 3eTI, of Rockville, Maryland. He has been appointed by NATO's Civil-Military Planning and Support Section and the Euro-Atlantic Partnership Council as an electronics communications expert in critical information infrastructure protection.

Robert Zagorski '03

Silver Spring, Maryland, a medical technologist at Walter Reed National Military Medical Center, in Bethesda, Maryland, was named a 2011 Washingtonian of the Year by *Washingtonian* magazine for his extraordinary record of volunteer service in the community. Because he works nights, Zagorski is free to volunteer during the day, and does so as many as 250 days out of the year, working with Higher Achievement, an after-school and summer academic program for middle school youth from at-risk communities,

and teaching classes in finance and economic literacy for elementary and high school students as part of the Junior Achievement of Greater Washington program. He was named Volunteer of the Year in 2009 and 2012 by HandsOn Greater DC Cares. "If you do good, you feel good," Zagorski said.

Stephen P. Stahr '07 & '10

Grayslake, Illinois, has been promoted to chief executive officer (CEO) of MDRT (the Million Dollar Round Table), the premier association of financial professionals. ♦



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FACULTY KUDOS

AMJAD ALI, director of the Center for Security Studies in UMUC's Graduate School, and **STEVEN RIGBY**, who teaches in the cybersecurity program, coauthored a paper entitled, "Teaching Cybersecurity at the Seams," which was presented at the 15th Colloquium for Information Systems Security Education (CISSE) in Fairborn, Ohio, in June 2011, and won the 2011 Best Paper CISSE Award. Ali also coauthored a paper with faculty member **MOHAMED MEKY**, "A Novel and Secure Data Sharing Model with Full Owner Control in the Cloud Environment," which was published in the June 2011 issue of the *International Journal of Computer Science and Information Security* (IJCSIS), Vol 9, No. 6. The paper won the journal's Best Paper Award for the June 2011 issue.

LISA ANDREWS, who teaches Career Planning Management (CAPL 398A) in UMUC's Undergraduate School and serves as director of Career Services, has won a Fulbright Scholarship under the Council for International Exchange of Scholars program. The scholarship will fund travel to Germany for two weeks in October and November 2012, where she will visit various German universities and study the country's higher education system while sharing knowledge of the U.S. higher education system and student affairs.

JAMES CRONIN, UMUC's associate vice president, Military Operations, who teaches in the communication studies program in the Undergraduate School, has been selected as chair of the Concurrent Sessions Committee of the Council of College and Military Educators. His term runs through March 2013.

JULLET DAVIS, who teaches in UMUC's Graduate School, coauthored "Do Nonprofit and For-Profit Nursing Homes Employ Different Market Strategies?" which appeared in *Nonprofit and Voluntary Sector Quarterly*, Vol. 40, No. 1, pp. 197–211. She also coauthored a chapter in *Dimensions of Long-Term Care: Providers, Policies, and Management Issues* (Health Administration Press, 2012), entitled "The Design of Long-Term Care Environments."

LINDA DI DESIDERO, who teaches communication studies and professional writing in UMUC's Undergraduate School, was elected to a three-year term on the National Executive Board of the College English Association. She presented, "Face and Identity in the Writing of the Female Political Columnist," to the Southern States Communication Association, San Antonio, Texas, April 2012.

MARYANN DIEDWARD, who teaches in the English program in UMUC's Undergraduate School, presented "Designing Frameworks that Connect Culture in Literature Classrooms" at the Lilly Conference on College and University Teaching, Bethesda, Maryland, June 2, 2012.

DONALD A. DONAHUE JR., who teaches in UMUC's Graduate School, coauthored "The All Needs Approach to Emergency Response," which appeared in the February 2012 issue of

Homeland Security Affairs, Vol. 8, Article 1. He was recently named to the board of the American Academy of Disaster Medicine (part of the American Association of Physician Specialists) and received the Maryland Governor's Award for Volunteer Service for his work as board secretary at Melwood, which serves more than 2,400 people with disabilities in the greater Washington, D.C., area.

MICHAEL GANNON, who teaches in the communication studies program in UMUC's Undergraduate School, was reelected commissioner of the Council of Occupational Education. He received a 2011 Distinguished Alumni Award from the School of Journalism and Communication at South Dakota State University.

JULIA HILL, program director for public relations and criminal justice in UMUC's Graduate School, coauthored a book entitled, *Strategic Communication Practices: A Toolkit for Police Executives*, which was published in 2011 by the U.S. Department of Justice Office of Community Oriented Policing Services.

NORMAN ROTHMAN, who teaches in the history and political science programs in UMUC's Undergraduate School, was elected to a four-year term on the Board of Directors of the International Society for the Comparative Study of Civilizations during the society's annual meeting in Washington, D.C.

MELINDA SCHWENK-BORRELL, who teaches in the communication studies program in UMUC's Undergraduate School, presented "The Potential for Civil Political Discourse: A Structuration Theory Analysis" to the Maryland Communication Association, in Frostburg, Maryland, October 15, 2011.

MOE SHAHDAD, project management program director in UMUC's Graduate School, and **JOYCE SHIRAZI**, chair of information technology management, coauthored a paper entitled, "Preparing Faculty to Teach Their First Online Class," which was presented at the International Conference on New Horizons in Education, held June 5–7, 2012, in Prague.

SHANNON VAN HORN, who teaches in the communication studies program in UMUC's Undergraduate School, presented "Assessing Quality in the Online Course" to the National Communication Association Convention, New Orleans, Louisiana, November 2011.

RUDY J. WATSON, program director for technology management in UMUC's Graduate School, presented a paper entitled "Conceptual Estimating Tool for Technology-Driven Projects: A Parametric Estimating Technique" at the International Conference on Management of Technology in Hsinchu, Taiwan, March 2012. He also presented on cloud computing strategies at a conference held by the Association of Computer/Information Sciences and Engineering Departments at Minority Institutions at Howard University, April 2012.



University of Maryland University College ALUMNI ASSOCIATION

Congratulations to Javier Miyares

The University of Maryland University College (UMUC) Alumni Association would like to congratulate Javier Miyares on his appointment to the role of acting president of UMUC. Miyares has been with UMUC for more than 10 years. He previously served as senior vice president, Institutional Effectiveness, and has more than 30 years of higher education experience. Miyares's dedication and exemplary service to UMUC give us the utmost confidence in his ability to lead the university during this transition. We look forward to his efforts to advance UMUC as a global leader in online education.



"It is said that a school is a building which has four walls and the future inside. UMUC's building is as boundless as the sum of all of the futures it holds in trust. The students, alumni, faculty, and staff of UMUC are exemplars of traits I admire—character, competence and a bias for execution. I am honored to be in their company."

JERRY MASIN '04
PRESIDENT, SETFOCUS

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UMUC Regional Networks

The UMUC Alumni Association is always looking for new ways to help you stay connected. To this end, the association has started alumni networks in the following regions:

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Central Florida
Norfolk/Virginia Beach, Virginia
San Antonio, Texas
Washington, DC/Northern Virginia

Do you want to improve your leadership and networking skills? Have you thought about starting a UMUC Alumni Network? Or hosting an event in your city?

You can . . . through the Alumni Association.

Send all requests to marco.bouwer@umuc.edu



New graduates celebrate after the 2012 Commencement Ceremony.



UMUC VIRTUAL DRAGONS
The UMUC Virtual Dragons celebrate during the 2012 Washington, D.C., Dragon Boat Festival on the Potomac River.



ABOVE: UMUC alumni executives attend one of the popular quarterly Executive Alumni Roundtables, held during the first quarter of 2012. This discussion was hosted by Ken Blake '97, President and CEO of Applied Integrated Technologies, at his Greenbelt, Maryland, offices.

RIGHT: Many of our graduates and their loved ones attended the New Graduate Reception this year, held at the UMUC Inn and Conference Center in Adelphi, Maryland.



MUNICH CAMPUS

Graduates from UMUC's international campuses are encouraged to reconnect with their alma mater and fellow alumni through the global reach of the Alumni Association network. Former students from our Munich campus hold regular reunions, and the next 1960s reunion is currently being planned. If you graduated in Munich during the 60s and want more information on the reunion, or if you're interested in joining one of our regional networks, send an e-mail to marco.bouwer@umuc.edu

Share Your Good News with UMUC

New career? Promotion? New addition to the family? Authored a book? Back from deployment?

Send us your exciting news and achievements (with a good photograph if possible) and you might see yourself in a future issue of *Achiever!*

E-mail alumnirelations@umuc.edu and be sure to include your name, degree, year of graduation, and contact information.

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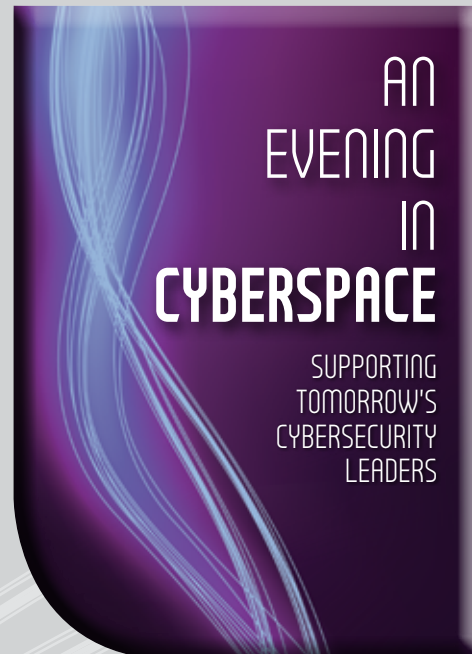
SAVE THE DATE

For a Very Special Evening

Saturday, November 17, 2012

RECEPTION • DINNER • KEYNOTE • ENTERTAINMENT

For information about sponsorship opportunities or to
be included on the invitation mailing list, **please contact**
University Events at gala2012@umuc.edu or visit
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